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ABSTRACT

These issues contain articles for teachers of English as a second language on creative drama, teaching pronouns, standardized tests, vocabulary instruction, and a variety of games and classroom techniques. (JB)

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Volume 5, Numbers 2 and 4

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# TESL

Teaching English as a Second Language

## REPORTER

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## TESL and Creative Drama

By Richard Via

Once we earn our academic degrees and take our places in front of our own classes we all too often forget what we really are—children in adult's clothing. We have carefully concealed our innate desire to play under a thick veneer of facts, figures, rules, regulations, and teaching theories. The creative talents in each of us are carefully and neatly packed away. Luckily they are not dead, and from time to time they find

their way to the surface with such thoughts, as, "What's wrong with my class today?" "Why isn't Johnny reading?"

Richard Via, professional stage manager on Broadway for such plays as *Two for the Seesaw*, *The Miracle Worker*, *Sound of Music*, *Hello Dolly*, *What Makes Sammy Run*, *How to Succeed in Business Without Really Trying*, and *Jenny*, directed Roadshow productions of *The Miracle Worker* and *The Sound of Music* and took *Hello Dolly* to Japan for the State Department. He became interested in drama as a means of teaching ESL and returned as a Fulbright Scholar to Japan for five months and remained for five years. He is currently a fellow with the Cultural Learning Institute at The East West Center, Honolulu, Hawaii.

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Take heart; fear not fair maiden (or brave hero) help is on the way. The teaching can be fun and an exciting experience has been demonstrated most definitely by Dr. Eloise Hayes of the University of Hawaii's College of Education in her seminar, "Creative Drama and the English Class." This seminar was part of the East-West Center's Culture

Learning Institute training program for Teacher Trainers in the field of Teaching English to Speakers of Other Languages. Participants in the project were professional people from colleges and universities in Asia, and the Pacific Islands.

The first meeting of the six-session seminar was a mixture of embarrassment, fun, annoyance, and wonder. Dr. Hayes admits she was not prepared for such a mixed group speaking a variety of languages and with widely diverse cultural backgrounds. On the first meeting she found it necessary to reject some of her initial plans and substitute others. "I was in a state of shock most of that first session. First they came early, before we had a chance to make the dingy room a bit more cheerful, with music on the record player, flowers and some wall charts. Here we were, in a state of confusion to begin with! The ladies from Thailand spoke so softly that they were almost impossible to hear. The Japanese gentlemen spoke firmly but hardly at all. The Micronesians, and indeed everyone, eyed me with considerable reserve. I collapsed into a chair giving up my original ideal of getting acquainted through action and gasped, 'Tell me about yourselves.' Before long, however, we were on our feet in drama movement."

It is difficult for all of us to step out of the protective armor of academia, and these teachers were no exception. There were grumbles about the childishness of sitting on the floor and being a round or angular shape, or moving in slow motion; and concern for their teacher image when they were asked to be monkeys in "The Peddler and His Caps." There were also questions about the usefulness of the seminar and whether to continue with it since attendance was not compulsory. Yet, everyone returned the next week even though the time, 7 - 9 on Wednesday evenings, was somewhat inconvenient for the group.

Now, let's jump ahead five weeks to the final session and look at just a portion of that exciting evening. There was a circus!—and it was more than acting or playing, it was alive and real. Grown men and women replete with degrees had freed themselves to be children again. Merle Evans' Circus Band record backed up a

Japanese-Korean-Micronesian herd of elephants trained by a Chinese remedial reading expert. Two lovely Thai ladies added grace charm, and daring to the tightwire act that featured a reckless daredevil from Samoa. Two rare bald tigers went through their paces under the control of the Philippines' first female wild animal trainer, and there were clowns, and of course the audience, which each act became as it finished its performance.

"Bertha, would you read this? It's crazy, and in an educational journal, too!" If you've just made such a comment, please read on for further explanation of what took place.

Dr. Hayes had managed to crack the academic shell and release enough creativity from each individual so that he was able to recapture certain aspects of being a child again—to let his emotions and imagination soar without bounds, and then to realize that his own students could experience the same thing if given the opportunity. Help had arrived to prove that teaching could be fun and not a dull routine, and that creative activities work in any class whether it's the reading class, the history class, the geography class, or spelling.

Dr. Hayes turned this group of mature foreign teachers into an elementary school class and gave them the same activities that her ten and eleven-year-olds receive. She led them through relaxation exercises such as becoming an ice cube, a firecracker, a candle or taking giant steps about the room, and walking like a Teeny Tiny. All activities were somehow correct for each person because of their individual differences. Individuality and self-expression were fostered. On the other hand, they were taught a simple hand hula which required them to mimic the teacher. The laughter and chatter after each exercise helped transform what was a mixed group into a cohesive one, working together.

Then came the "meat" of each session in the form of a story, folk tale or poem. As a group they would play each part recalling their own past experiences and feelings; first with body talk, then with sounds and finally by adding words. The next time through, the parts were divided among the group with each choosing the part he wanted to play, then the whole story was acted out. It is of

especial interest to note that Dr. Hayes always used movement and sound before spoken language because she feels that dialogue preceded by movement and sound is far more meaningful.

The last thirty of forty minutes of each two-hour session was devoted to an evaluation. The discussion produced comments such as:

"I like the absence of competition; it has really changed my views."

"Mimicking sounds seems a good way to have intonation practice."

"It's a pleasant way to learn vocabulary; sound and movement help us to understand."

"I would enjoy teaching like this."

Through their newly-won freedoms the participants were able to express themselves with facility both verbally and physically, to become real participants rather than mere observers. They lived in new situations and experienced dealing with them intuitively. They were learning through experience rather than from a textbook or a lecture.

The Circus is now in winter quarters and the performers have returned to their various countries where they have very special roles to fulfill, but in Dr. Hayes' seminar they discovered their real selves again. With this reawakening and armed with new techniques they will be able to fit that special role knowing that they are not just another copy out of the mold. Letters from the participants bear this out.

## **Situational Approach Teaching**

??

A group of students had just completed a successful year in the classroom with memorized dialogues, practice situations, etc. and were now in Austria on a semester abroad program. They had just settled into their hotel when one of their members, who had gone ahead of the rest raced back into the lobby. "I did it! I did it! I did it!" he explained breathlessly. "Someone stopped me, right out in front of the hotel, and asked me where to find the Post Office. Just like dialogue six, I told him how to find it. He thanked me and drove off. They were right—we really can communicate in German."

Another student asked him where he had told the stranger the post office was to be found. "Just like the dialogue—straight ahead two blocks, then turn to the right...." Suddenly he stopped. "Forget the dialogue. Just where was the post office?"

## **BOOK REVIEW**

Robert C. Lugton, Editor

Toward a Cognitive Approach to Second Language

Acquisition. No. 17 Language and the Teacher: A Series in Applied Linguistics.

A new book of readings which critically examine audiolingual and cognitive approaches in language learning. These readable papers, with an emphasis on methodology, are up-to-date, and are worthy of study by the serious teacher in the ESL

field. Teachers are not required to wade through masses of technical terms and data to understand the authors of the readings.

Alice C. Pack

# CAREFREE ENGLISH

By Wallace W. Smith

For many years, English has been a common subject of study in Japan. Students begin to study it in the seventh grade, and most continue studying it through the second year of college, a total of eight years. Those especially interested in English often continue their work after the eight years and outside the classroom. By the time most students either reach the university or by the time they have graduated and are working in companies, they have an average reading ability (if reading ability means the power to puzzle through a page of prose with a dictionary), an aural comprehension ability that is adequate only for daily banalities, and an utterly deplorable ability to speak. Worse, they have lost interest in English. The subject has become something to take in college because it's required, or it's something to work at because it's needed in the business world. No one seems to study English because it's stimulating and enjoyable. No one thinks English is fun.

To counter this, the good English teacher in Japan has often used interesting topics to try to liven up the class. But he is faced with problems that would discourage even the most dedicated teacher—classes often numbering over 100 (one class I had started with 250 students), classes meet only once a week, extremes of ability are present (some students had lived in English speaking countries and were quite fluent; others could not even handle "How are you?"), classes were for 90 to 100 minutes, in some classes attendance was voluntary so that there was a shifting membership (often even half the class was different for each session). Worse, the materials used were often literary texts, such as Thomas Hardy's *Alice's Diary* and Bullfinch's *Mythology*, which neither taught useful, modern English nor stimulated the students into thinking. Quite naturally, students from the high teens through the middle twenties lost interest in English.

To help solve this problem of a lack of interest, I decided to write my own materials, which turned into twenty-four

lessons about lively, modern topics which hopefully would appeal to young adult Japanese. Since most of my university classes and all of my company classes were for men, the subjects I chose had to reflect such a class membership. What are young Japanese men interested in? They are interested in.....girls (of course), so I created lessons about the Miss America contest, burlesque, dates, and getting married. They are interested in drinking, so I wrote a lesson about beer drinking and one about cocktails. They are interested in clothes, so I wrote a lesson about buying a suit and the basic points of style, color, and cut. There are also lessons about George Gershwin and jazz, the world famous Liar's Club (very useful for discussing humor), pickpockets, bowling, gestures, the origin of names, and getting a driver's license. Basically, young people in Japan want lively subjects which relate to their daily life.

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Wallace W. Smith, trained as an interpreter in Japanese during World War II, has been a teacher at Seikei University in Tokyo for the past 15 years and is also active in English training services for teachers and businessmen. He is now on leave studying at the University of Hawaii.

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The lessons are all eminently successful with young adult males. Although there is nothing risqué about the lessons, some might better be omitted with high school students and all-girl classes. For example, the lessons about Las Vegas, beer drinking, cocktails, and burlesque will probably interest the teacher more than the students. But any teacher can make his own judicious choices.

The purpose of these articles is not to give information, although that may be a useful part of the material. More important, there is an attempt to stimulate students into understanding speech and into speaking

themselves. My theory is that if we can stimulate their interest enough, students will forget about "speaking English" as such, and just speak. The lessons are basically instant sociology, for which I make no apologies. The material presents aspects of American life, and the teaching technique is basically to compare what happens in Japan (from the students' own experiences and knowledge) with what happens in America (from the text and any other source of information the students may have). Keeping the material up to date is a serious problem, and I hope this year to bring the lessons more in line with modern America in a new edition.

Because the membership is shifting in many classes, I designed the lessons to be completely independent of each other. There is no progress or increase in the degree of difficulty between Lesson I and Lesson XXIV. The student merely gains wider experience with more material. Further, there is not testing in the lessons. As Dr. Albert Marchwardt of Princeton University so aptly said about classes of this kind, "The only adequate test is—do the students speak, and do they keep coming?"

Each lesson has three parts. Part I is a reading selection.

Part II is called "Important Words and Phrases" and covers five useful expressions with which Japanese often have difficulty. A short, non-technical explanation and examples are given, and a place is provided in the lessons for the student to write in his own example. The items for Part II are taken from Part I and are underlined in the reading. Part III is a list of twenty questions based on the reading, with the last question usually aimed at discussion, for which there is no approved answer.

The lessons were mimeographed first, and used in the actual classroom for three or four years. They have now been published commercially. It would be most valuable if a native speaker from each of the other English speaking countries of the world would do something of the same. Imagine a series of books: *Carefree English* for Canada, *Carefree English* for Australia, *Carefree English* for New Zealand...

A lesson from the book follows.

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## WHAT'S YOUR NAME?

### Lesson 8

#### Part I. Text

Long ago in England, only the nobility\* used two names; common people had only given names.\* In small towns and in the country, everyone knew who "Ralph" and "Robert" were. Then, in 1066 A. D., the Normans from France conquered England. The new king, William the Conqueror, decided that if everyone had a family name as well as a given name, it would be easier to find out who they were and where they lived, and to collect their taxes. So, he ordered everyone to choose a family name.

There were four main ways that the common people chose their family names. First, they used their father's name: if a boy's name was "Tom" and his father's name was "John," he called himself "Tom, son of John," or "Tom, John's son," which gradually became "Tom Johnson". Some other examples of this are Emerson, Jackson, Jefferson, Robinson, Stevenson, and Wilson.

Second, some people were easily identified by physical characteristics:

a man who was very short might be called "little John." If he was very strong, he might be called "Jack of the strong arms." If his skin was very dark, he might be called "black Jerry," or if he could run fast, "swift Tom." After a while, the order was reversed so that these men became "John Little," "Jack Armstrong," "Jerry Blackman," and "Tom Swift."

Third, some people chose the place they lived as their family name: if one Robert's house was on a hill, he might call himself "Robert Hill," and if another Robert lived between two rivers, he might call himself "Robert Rivers." Some other examples of this are Winston Churchill, Henry Ford, and Shirley Temple.

Fourth, and most common, people took the name of their job as a family name. A blacksmith\* might call himself, "Walter, the smith," but people gradually stopped calling him that and just called him "Walter Smith." Some other common examples of this are Baker, Barber, Brewer, Carpenter, Cooke, Dyer, Farmer, Fisher, Gardener, Hunter, Miller, Porter, Potter, Shoemaker, Weaver, and Wheeler.

From this we see that a name was often taken from a thing and given to a person. Today, however, the process is sometimes reversed; a name is sometimes taken from a person and given to a thing. For instance, almost everyone knows how some meat between two pieces of bread got its name—from the Earl of Sandwich and his love of gambling. We can look up in any good English dictionary the origin of the following words:

- |               |               |               |
|---------------|---------------|---------------|
| 1. boycott    | 5. guillotine | 9. ohm        |
| 2. cardigan   | 6. lynch      | 10. sadism    |
| 3. diesel     | 7. masochism  | 11. saxophone |
| 4. fahrenheit | 8. nicotine   | 12. watt      |

What are the most common family names in America? The Social Security Agency\* of the U.S. Government says that the following names, listed in order, are the ten most common ones:

- |            |             |             |           |
|------------|-------------|-------------|-----------|
| 1. Smith   | 4. Williams | 7. Davis    | 10. Moore |
| 2. Johnson | 5. Jones    | 8. Anderson |           |
| 3. Brown   | 6. Miller   | 9. Wilson   |           |

The Agency estimates that there are close to 1,350,000 Smiths in America, 976,000 Johnsons, and 896,000 Browns.

Why is the name "Smith" so common? First, the name does not refer

The nobility—貴族

Given name—(姓に対する) 名

Blacksmith—かじ屋

The Social Security Agency—社会保障局

to blacksmiths only, because there are also goldsmiths, silversmiths, locksmiths, tinsmiths, and gunsmiths. The original meaning refers to the action of striking metal as the smith made things. Second, in the early days on the American frontier, if a man wanted to change his name to Smith, he could do so easily. Third, many immigrants to America wanted to become like other people, so they changed their long, difficult foreign names into easier English ones. A German named Kallenschmidt would soon become simply Smith.

Some people have nicknames as well as given and family names. There are two kinds of nicknames; one is the short form of the name, such as "Bob" for "Robert," "Will" or "Bill" for "William," and "Steve" for "Stephen." The other kind is the true nickname, which has nothing to do with the given name but describes a person, such as "Slim," "Red," "Curly," "Lefty," "Speedy," or "Tiger." Many nicknames are good because they show a friendly feeling, but other nicknames are bad because they describe a person with cruel words.

Having a third, or middle, name is an American custom. When parents choose a middle name for their new baby, they sometimes honor a relative by giving the baby a middle name which is the relative's given name. Or the parents may use a famous person's name, thinking that the baby will grow up to be famous too. When Churchill died, many boys were named "John Winston Smith."

So, what's your name? Have you ever stopped to think about it? Ask yourself, "What's my name? What does it mean?"

## Part II. Important Words and Phrases

### 1. as well as

"...everyone had a family name as well as a given name,..."

Note: AS WELL AS here means IN ADDITION TO or ALSO. Be careful when you use this; the following sentence is awkward because it has two meanings:

I speak English as well as Japanese.

This can mean either "I speak English in addition to Japanese," or "I speak English as well as I speak Japanese."

|                        |            |                          |
|------------------------|------------|--------------------------|
| I'm going to Hong Kong | AS WELL AS | Manila on my vacation.   |
| We study economics     | " " "      | English at this school.  |
| He took his wife       | " " "      | his children to the zoo. |
| You'd better write     | " " "      | telephone.               |

as well as

Continued on page 12.

# PRONOUN

By Alice C. Pack

| PERSONAL<br>PRONOUNS | SUBJECTIVE    |                | OBJECTIVE |        |
|----------------------|---------------|----------------|-----------|--------|
|                      | Singular      | Plural         | Singular  | Plural |
| 1st Person           | I             | We             | Me        | Us     |
| 2nd Person           | You           | You            | You       | You    |
| 3rd Person           |               |                |           |        |
| masculine            | he            | they           | him       | them   |
| feminine             | she           | they           | her       | them   |
| neuter               | it            | they           | it        | them   |
| RELATIVE<br>PRONOUNS |               |                |           |        |
| Human                | who<br>(that) | who            | whom      | whom   |
| Nonhuman             | which         | which          | which     | which  |
| DEMONSTRATIVES       |               |                |           |        |
|                      | that<br>this  | those<br>these |           |        |

## RULES

- I. 1. All *pronouns* must have an antecedent.
2. They must show agreement with the antecedent - In sentence 2 *they* refers to *pronouns* in sentence 1, and must show *plural, neuter, subject*.
- II. Subject forms are used as subjects and complements. In present day English both subject forms are used as complements - (after *be*).

Examples -

Where's John? That's *he* in the blue shirt.      Who is it?      It's *I*.  
                                          That's *him* in the blue shirt.                It's *me*.

# CHART

## POSSESSIVE

| Determiner* |        | Possessive Noun Phrase |        |
|-------------|--------|------------------------|--------|
| Singular    | Plural | Singular               | Plural |

My      Our      Mine      Ours

Your      Your      Yours      Yours

his      their      his      theirs

her      their      hers      theirs

its      their      its      theirs

whose      whose

## REFLEXIVE

Singular      Plural

Myself      Ourselves

Yourself      Yourselves

himself      themselves

herself      themselves

itself      themselves

| Determiner* |        | Noun Phrase |        |
|-------------|--------|-------------|--------|
| Singular    | Plural | Singular    | Plural |
| that        | those  | that        | those  |
| this        | these  | this        | these  |

\* See Chart No. 1 - THE ENGLISH NOUN PHRASE. determiners

III. Object forms are used as objects of (1) verbs, (2) prepositions, or (3) verbals.

Examples -

1. Give *it* to the boy.      2. Give *it* to *him*.      3. Seeing *her*, he started to run.

IV. Reflexive pronouns are used for (1) emphasis, and (2) as object of the same subject.

Examples -

1. *He himself* spoke to us.

*I have no objections to the ideal itself.*

2. *I cut myself* because the knife was sharp.

*I bought myself* a new car.

# TESL GAME -

## CONNECTING CLAUSES

Students enjoy playing this easily constructed game. After playing the game, students listen attentively to teacher explanations of missed items and replays always show marked improvement in the construction of the sentences.

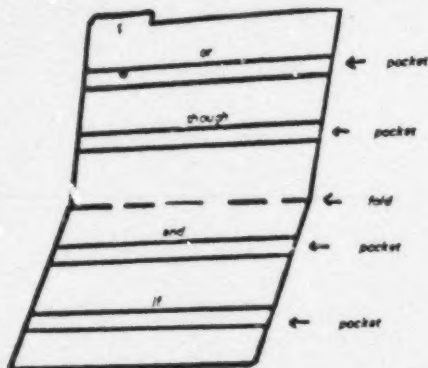
### PURPOSE:

To teach students to combine simple sentences using the right English connections. Correct punctuation and capitalization are part of the learning. Students also have practice in using correct verb tenses in connecting clauses.

### CONSTRUCTION:

Number the six manilla folders and make four pockets on each by taping 1 1/2 inch strips to the folders.

Print one of the coordinators or subordinators in the center above each pocket. There will be four on each of the six folders.



Completed file folder

### MATERIALS:

3 x 5 cards, Different colors are used for each set.

Manilla folders, 6 for each set. Extra manilla folders for pocket strips.

Masking tape or cellophane tape.

20 students could play with five sets - This would take 30 file folders (six for each set) and about 80 cards in each of five different colors. (There is no limit to the number of clauses used, but there should be some choice and more than enough to fill the folders).

### LIST OF CONNECTORS

#### Coordinators

and  
but  
so  
yet  
for  
;  
nor  
or

#### Subordinators

although as  
after though  
because so  
before therefore  
since till  
unless while  
if them  
until even though

So can be used with a comma (so) as a coordinator or without the comma (so) as a subordinator.

### LIST OF CLAUSES

Use any simple clause-many should have he, she, and they and others John, Mary, people, the men, etc. for practice in pronoun agreement.

Be sure to include:

1. different tenses in verbs and modals.
2. clauses with modal first for use after nor

(i.e. can he drive a car, can she play the piano)

3. Negative clauses for use as the first clause with *nor* or *even though*, and for use either as the first or the last clause with *but*.

Type simple clauses on each card (include capitals and all punctuation marks). Each should be duplicated on the various colors. Many of the clauses are typed in different ways i.e.

1. He likes girls,
2. he likes girls.
3. He likes girls

1. They like him,
2. they like him.
3. They like him

1. Mary went to town,
2. Mary went to town.
3. Mary went to town

In these examples 1 and 3 must be used as the first clause and 2 as the final clause because of punctuation and capitalization.

#### DIRECTIONS:

Divide the class into groups of not more than 4 students to a group.

(Random numbering might be used to select teams, but care should be taken that all groups have some players of matched English ability and that one team does not have all the top students).

Time is announced for game length and each group is given the set of cards and index folder; number one. Each group decides together what sentences they want to construct. When students work together they often correct each other's errors and in addition have practice in oral communication and interaction.

When satisfied with the sentences in the first folder one member of the group turns in the folder. They receive folder no. 2 and proceed to complete it. When 2 is finished it is turned in and no. 3 is started. If all the sentences in a folder are correct, the group receives 25 points. (5 for each sentence and a bonus of 5)

If they are not all correct, the group receives 5 for each correct sentence. (For advanced students there might be minus points for errors). Players should be notified 5 min. before time ends. When the time set at the beginning is reached all folders are called in and all scores are totaled and winners announced.

#### SAMPLE SENTENCES

Mary can't sing *nor* can she play the piano.

Mary can't sing *even though* she can play the piano.

John likes Mary, *but* she doesn't like him.

He is going to town *because* he has some money.

Mr. Jones left yesterday *although* he wanted to stay.

John likes Mary ;she doesn't like him.

He went to town *since* I came home.

An easier version of the game for beginning students could be to have either of the clauses printed on the folder with students supplying one clause only.

## SUMMER SCHOOL CCH CLASSES

#### Education 597

Workshop in Teaching English as a Second Language. Section 1 June 19 to June 30; Section 2 July 3 to July 15.

#### ELI 101, 102, 103, 104

Foreign Student Skills Program

#### ELI 101

Special Program in English for International Exchange Japanese Students (30 students) Registration closed; (Non Credit).

#### ELI 101

Special Program for Japan International Student Union. (40 students) Registration closed; (Non Credit) August 10 to August 30.

# CAREFREE ENGLISH

Continued from page 7.

## 2. find out

"...it would be easier to find out who they were..."

**Note:** FIND OUT means TO LEARN A FACT, TO COME INTO KNOWLEDGE OF SOMETHING, TO DISCOVER INFORMATION.

Do not confuse FIND OUT and "find."

|             |          |                                    |
|-------------|----------|------------------------------------|
| How did you | FIND OUT | her birthday?                      |
| Can you     | " "      | if they're ready?                  |
| Please      | " "      | when the next train leaves.        |
| Did she     | " "      | why her husband came home so late? |

                     find out                     

## 3. stop

"...people gradually stopped calling him that..."

**Note:** The word STOP can be followed by either an —ING form or by a TO+verb form. However, they do not mean the same thing. Notice the different meanings:

Stop thinking about it = Don't think about it anymore.

Stop to think about it = Pause in order to think about it.

I can't stop smoking = I must continue to smoke.

I can't stop to smoke = I don't have time to smoke.

|                 |         |                               |
|-----------------|---------|-------------------------------|
| Japan will soon | STOP    | importing rice.               |
| You should      | "       | complaining and do something. |
| The bus         | STOPPED | to let off some passengers.   |
| We              | "       | to rest for a few minutes.    |

                     stop                     

                     stop                     

## 4. close to

"...there are close to 1,350,000 Smiths in America..."

**Note:** CLOSE TO means NEARLY, ALMOST, ABOUT. It is used mainly in conversation and informal writing. It is usually followed by a number. Do not confuse this with CLOSE TO meaning "near" (in location).

|                  |          |                              |
|------------------|----------|------------------------------|
| They work        | CLOSE TO | 350 days a year.             |
| We have          | " "      | two thousand employees here. |
| Bus drivers make | " "      | ¥50,000 a month.             |
| He offered me    | " "      | \$20 for my old TV set.      |

close to

### 5. ever

"Have you ever stopped to think about it?"

**Note:** Be careful when using the word EVER. Study the following examples.

**QUESTION:** Have you ever eaten *fugu*?

**ANSWER:** Wrong: Yes, I have ever.

Wrong: Yes, I have ever eaten it.

RIGHT: YES, I HAVE.

RIGHT: YES, I HAVE EATEN IT.

**QUESTION:** Have you ever been to Hong Kong?

**ANSWER:** RIGHT: NO, I HAVEN'T.

RIGHT: NO, I HAVEN'T EVER BEEN THERE.

RIGHT: NO, I'VE NEVER BEEN THERE.

|                |      |                 |
|----------------|------|-----------------|
| Does your wife | EVER | get mad at you? |
| Have you       | "    | studied German? |
| She hasn't     | "    | been kissed.    |
| Do you         | "    | play ping-pong? |

ever

Write answers to the following questions:

1. Have you ever studied English? Yes, I \_\_\_\_\_.
2. Has she ever been abroad? No, she \_\_\_\_\_.
3. Has he ever gone skiing? Yes, he \_\_\_\_\_.
4. Do girls ever play football? No, they \_\_\_\_\_.
5. Do you ever feel lonely? Yes, I \_\_\_\_\_.

### Part III. Questions

1. What does the title of this lesson mean?
2. What does the word "nobility" mean?
3. Who was William the Conqueror? What did he do?
4. What were the four ways that common people chose family names?
5. Originally, what was the name "Johnson"?
6. Originally, what was the meaning of the name "John Little"?
7. Originally, what was the meaning of the name "Robert Hill"?
8. Originally, what was the meaning of the name "Paul Barber"?
9. Who was Henry Ford? Winston Churchill? Shirley Temple?
10. Where does the word "sandwich" come from?
11. Give three examples of a person's name being given to a thing.
12. What are the three most common names in America?
13. How many Smiths, Johnsons, and Browns are there in America?
14. What is the meaning of the word "Smith"?
15. Why is the name "Smith" so common in America?
16. Why did American immigrants often change their names?
17. What are two kinds of nicknames?
18. What is the nickname for Robert? William? Stephen?
19. How do parents in America often choose a middle name for their children?
20. What is the meaning of your family name?

#### Editor's Note:

Mr. Smith's book *Carefree English* (Nonki Eigo) may be ordered direct from the Tokyo

publishers The Eihosha Co. 1-1-18, Misaki-cho, Chiyoda-ku, Tokyo, Japan 101-91 for \$3.00 postpaid

## BOOK REVIEW

Wright, Audrey L. and James H. McGillivray. *Let's Learn English, Books 1 and 2*. American Book Company. \$1.80 each

These are beginning texts for secondary or adult students. The new fourth edition has an attractive format with more student exercises and a greater variety of exercises—a real improvement.

Systematic drill is given in vowel and consonant sounds with good intonation patterns for drill. All new words introduced have additional phonetic spelling. The structure coverage is excellent with conversation, reading and dictation exercises (Book 2 omits the dictation). Lesson 17 in Book 2 has excellent coverage of the use of *some* and *any*, *how much* and *how many* with count and mass nouns. Most of the exercises are well done, but several of the

substitution words for students might be hard for beginning students to follow and several of the exercises are confusing as directions are given for one form and the substitutions require another. An example of this is the insertion of frequency words in Book 1. *John (ask) questions (often) John often asks questions* No. 7 *Mary (walk) school (every day)* How does the student know where to insert every day? Obviously *Mary every day walks to school* is not normal English word order.

Books 3 and 4 for intermediate students, Books 5 and 6 are for advanced students. These may be reviewed in a future issue.

Alice C. Pack

## LETTER TO THE EDITOR

I am a remedial reading teacher in Inarajan Elementary School on Guam. I am interested particularly in using TESL to teach reading, so if you have any information along that line, I would like to know about it.

Sincerely,  
Margaret Pinney

Dear Miss Penney

In addition to the Reader's Digest (Second Language Readers), we have used the Reader's Digest Readers for native speakers-grades one through eight, with their accompanying tapes, in our ESL program for teaching reading. Beginning students listen to the cassettes which read the stories aloud while they follow in their books. The recordings also explain some vocabulary items prior to the reading. We like this program because the student may listen and read alone, meeting the teacher for subsequent readings.

A recent book for teaching reading in ESL is *Teaching Reading to Non-English Speakers* by Eleanor Wall Thonis published by Collier MacMillan International 1970. This book gives many helpful suggestions for teaching non-native speakers to read English. It starts with the pre-reading level and introduction to print, goes on to developing skills for reading vocabulary, reading in content areas, and then reading in English. The first four chapters of the book concern reading in the Vernacular (pre-reading level to reading in content areas). The next four chapters concern reading in English and include suggestions for the learner who is literate in his native tongue and the functional illiterate pupil (with reference to bilingualism). The final two chapters concern an appraisal of pupil progress in reading. Every area has extensive bibliographies. (Publishers price is \$3.95)

David P. Harris' *Reading and Improvement Exercises for Students of English as a Second Language* has many

good exercises for high-intermediate and advanced level ESL students who need practice in improving reading and comprehension. (Prentice-Hall 1966)

The Philippine Center for Language Study Monograph Series No. 4 titled *Basic Readers for English Teaching* by Minda Cascolan Sutaria with J. Donald Bowen as editor is also a very valuable reference book for teaching reading in ESL and is obtainable from Phoenix Press, Inc. Quezon City, Philippines or Oceana Publications, Dobbs Ferry, New York 110522 U.S. Price \$6.50.

There are also many good linguistic reading programs for native speakers (such as the Barnhart series) that can be used for TESL classes.

**Editor's Note:** Any readers who have written papers on, or who have had particular success in teaching reading to English Second Language students and would like to share with Miss Penny and others, are invited to submit these for publication in *The TESL Reporter*.

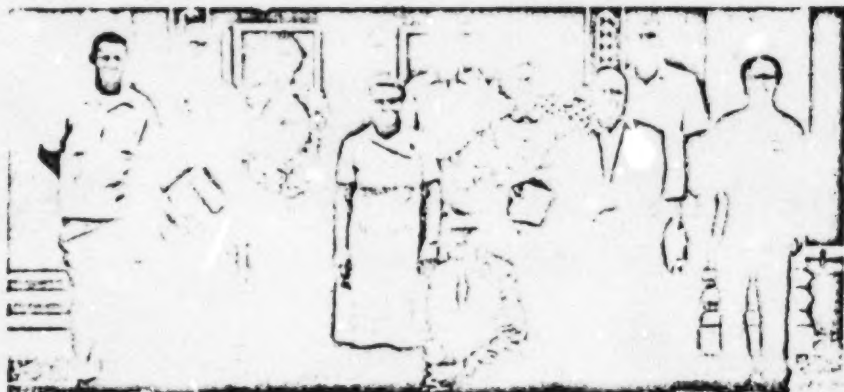
### TESL REPORTER

A quarterly publication of the English Language Institute and the BATESL program of The Church College of Hawaii.

Editor - Alice Pack, Assistant Professor of English and TESL.

Staff - Brent Pickering, Instructor of TESL & Speech  
Betty Crethar, TESL

Articles relevant to teaching English as a second language in Hawaii, the South Pacific and Asia, may be submitted to the editor through Box 157, The Church College of Hawaii, Laie, Hawaii 96762. Manuscripts should be double-spaced and typed, not exceeding five pages.



The members of the group are pictured above with Dr. Nephi Georgi, Director International Acculturation Studies and Alice C. Pack, Director English Language Institute.

## **PARTICIPANTS OF THE SOUTHEAST ASIAN ENGLISH LANGUAGE RESEARCH SEMINAR** visited CCH February 9, 1972

Roy P. Cherrier, Specialist in Linguistics, Regional English Language Center, Singapore; Ceasar A. Hidalgo, Specialist in Linguistics I, Regional English Language Center, Singapore; Robert A. Kelly, Specialist, Psychology & Learning Theory, Regional English Language Center, Singapore; Alan D. Moller, Specialist, Instructional Materials, Regional English Language Center, Singapore; Partabas W. J. Nababan, Specialist Linguistics II, Regional English Language Center, Singapore; William B. Owen, Specialist, Evaluation and Testing, Regional English Language Center, Singapore; Ivy Soh, Specialist, TESL/TEFL Spoken English, Regional English Language Center, Singapore; Tai Yu-lin, Director, Regional English Language Center, Singapore; Raymond K. Tongue, Methodology Specialist, Regional English Language Center, Singapore; William B. Owen, Specialist, Evaluation and Testing, Regional English Language Center, Singapore.

### **TESL REPORTER**

BOX 157

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Laie, Hawaii 96762

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# TESL

Teaching English as a Second Language

THE JOURNAL

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## A Comparison Between TOEFL and Michigan Test Scores and Student Success in (1) Freshman English and (2) Completing a College Program

Original data consisted of a list of 598 non-native English speaking students who entered the Church College of Hawaii during the years from September 1960 through February 1972 whose records included entering TOEFL and/or Michigan Test Scores. Students were dropped from the list who did not have scores for both tests or who did not have available Freshman English grades or a graduation record. This left 402 students for the study.

Charts No. 1 and 2 show the distribution of these students and the total entering students during this time.

This article was delivered at the national NAFSA Convention held in Atlanta, Georgia, May 2-5, 1972.

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The total number of students in the study with admissible data who entered during the years 1959 through 1966 was 69. This group would normally have completed the four years required for graduation. There were 23 graduates, 10 transfers to other institutions, 15 were academically dismissed from the College, 16 dropped out (some with academic warning) and 5 are still in school.

Chart No. 3 shows a comparison of years in school from entrance until graduation with the entrance tests.

Of the 23 graduates one graduated in three years, three in four years, nine in five years, nine in six years, and two took seven years to complete their college work. One student was given an honorable dismissal with completed work but not a diploma because she failed to pass the required English Proficiency exam.

(Beginning Fall 1969 the English requirement was changed. Instead of two semesters of required Freshman English and a Junior Proficiency Exam, four semesters of English with a grade of C or better [with no

## Chart No. 1

## NUMBER OF ENTERING STUDENTS USED IN STUDY

|               | 1960 | 1961 | 1962 | 1963 | 1964 | 1965 | 1966 | 1967 | 1968 | 1969 | 1970 | 1971 | 1972 |
|---------------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Ent. Students | 1    | 3    | 3    | 14   | 45   | 4    | 1    | 10   | 34   | 144  | 143  | 123  | 13   |

exam] became part of the general graduation requirements.)

Most foreign students at the Church College of Hawaii come on advanced loans and earn all their college expenses by working at the college (all gardening and janitorial service is done by students with supervisory help), the Polynesian Cultural Center (opened in 1963), or in the pineapple fields and canneries. This additional work load might account for many who took additional time to complete their college work. However, all carried at least the twelve hours required by immigration while they were in school.

Figures for the students in the study who entered CCH from 1967 through Spring 1972

with their current status are shown on  
*Charts No. 4A & 4B*      *See Chart No. 5*

A comparison of TOEFL total scores and Michigan equated scores shows the following:

The highest TOEFL score was 688 with a matching Michigan equated 86 and Michigan aural 87. The next highest TOEFL was 646 with a Michigan score of 98 equated and an aural of 95. (This was the highest Michigan score.) The lowest TOEFL score was 308 with a matching 43 Michigan equated and an aural of 50 while the lowest Michigan score was an equated 35, aural 47, with a TOEFL of 330. There was a wide discrepancy between the two scores on all levels as can be seen by *Charts 6 & 7*

## Chart No. 2

## TOTAL ENROLLMENT BY COUNTRY AND NATIONALITY

| YEAR    | Western Samoa | American Samoa | Tonga | Tahiti | Fiji | New Zealand | Australia | China | Japan | Other Polynesian | Other Asian | Hawaii | Mainland | Total Enrollment |
|---------|---------------|----------------|-------|--------|------|-------------|-----------|-------|-------|------------------|-------------|--------|----------|------------------|
| 1956-57 |               | 1              | 4     |        | 1    |             |           |       |       |                  | 1           | 175    | 41       | 223              |
| 1957-58 |               |                |       |        |      |             |           |       |       |                  |             |        |          | 323              |
| 1958-59 |               | 7              | 7     |        |      | 2           |           | 1     | 2     |                  |             | 208    |          | 266              |
| 1959-60 |               | 12             | 19    |        | 3    | 14          |           | 5     | 3     |                  | 7           | 337    | 138      | 528              |
| 1960-61 |               | 10             | 28    | 3      | 3    | 27          |           | 16    | 4     |                  | 3           | 371    | 98       | 563              |
| 1961-62 |               | 17             | 33    | 4      | 1    | 32          |           | 24    | 4     |                  | 1           | 621    | 125      | 862              |
| 1962-63 |               | 32             | 57    | 7      | 9    | 21          | 4         | 16    | 7     |                  | 1           | 659    | 119      | 932              |
| 1963-64 |               | 32             | 63    | 11     | 5    | 13          | 4         | 10    | 8     |                  | 6           | 596    | 117      | 865              |
| 1964-65 |               | 51             | 78    | 15     | 7    | 12          | 3         | 12    | 4     |                  |             | 718    | 109      | 1009             |
| 1965-66 |               | 41             | 70    | 8      | 13   | 17          | 2         | 14    | 5     |                  | 13          | 558    | 140      | 889              |
| 1966-67 |               | 40             | 62    | 18     | 6    | 27          | 13        | 21    | 8     |                  | 3           | 664    | 174      | 1036             |
| 1967-68 |               | 44             | 48    | 19     | 7    | 35          | 16        | 19    | 9     |                  | 8           | 671    | 220      |                  |
| 1968-69 |               | 50             | 50    | 28     | 9    | 31          | 14        | 14    | 6     |                  | 13          | 706    | 192      |                  |
| 1969-70 | 43            | 25             | 71    | 29     | 17   | 57          | 20        | 16    | 10    | 3                | 15          | 674    | 231      | 1211             |
| 1970-71 | 83            | 22             | 110   | 21     | 33   | 52          | 24        | 18    | 32    | 3                | 51          | 611    | 247      | 1307             |

## Chart No. 3

TOEFL Test Scores for graduates range from a low of 372 to a high of 624.

Michigan Test Scores are from 57 equated to a high of 67 equated.

A comparison of years in school from entrance until graduation with entrance tests follows:

TOEFL test score 111

Mich. test scores \*(11)

| Years in School | No. of Students | Low         |     |     |     |             |     |     |             | High        |
|-----------------|-----------------|-------------|-----|-----|-----|-------------|-----|-----|-------------|-------------|
| 3               | 1               | 530         |     |     |     |             |     |     |             | 530 (same)  |
| 4               | 2               | 426<br>(58) |     |     |     |             |     |     |             | 546         |
| 5               | 9               | 374         | 390 | 400 | 442 | 466<br>(44) | 468 | 488 | 518<br>(69) |             |
| 6               | 9               | 372<br>(60) | 384 | 392 | 470 | 482         | 520 | 524 | 624         |             |
| 7               | 2               | 400         |     |     |     |             |     |     |             | 542<br>(61) |

\*When directly underneath TOEFL Scores are for the same student.

## Chart No. 4A

|      |                | Total | In School | Transfer | Dropped | Academic Dismissal | Non Academic Dismissal |
|------|----------------|-------|-----------|----------|---------|--------------------|------------------------|
| 1967 | No of Students | 8     | 3         | 2        | 2       | 2                  |                        |
|      | High TOEFL     |       | 530(80)   | 438(43)  | 530     | 552(88)            |                        |
|      | Low TOEFL      |       | 482(71)   | 336      | 450(70) |                    |                        |
|      | High Mich      |       | 80(530)   | 43(438)  | 70(450) | 88(552)            |                        |
|      | Low Mich       |       | 69        |          |         | 80(552)            |                        |
| 1968 | No of Students | 21    | 6         | 4        | 10      |                    | 1                      |
|      | High TOEFL     |       | 548(85)   | 336(58)  | 566(90) |                    | 384(60)                |
|      | Low TOEFL      |       | 452(72)   |          | 384(60) |                    |                        |
|      | High Mich      |       | 86(518)   | 68       | 90(566) |                    | 60(384)                |
|      | Low Mich       |       | 56        | 49       | 60(384) |                    |                        |
| 1969 | No of Students | 103   | 65        | 6        | 21      | 10                 | 1                      |
|      | High TOEFL     |       | 528(86)   | 532(73)  | 446     | 542(82)            |                        |
|      | Low TOEFL      |       | 312(44)   | 366      | 382(52) |                    |                        |
|      | High Mich      |       | 93        | 84       | 77      | 95                 | 76                     |
|      | Low Mich       |       | 66(504)   | 73(532)  | 40(406) | 66                 |                        |

## Chart No. 4B

|      |                   | Total | In School                                | Transfer | Dropped  | Academic Dismissal | Non Academic Dismissal |
|------|-------------------|-------|------------------------------------------|----------|----------|--------------------|------------------------|
| 1970 | No of Students    | 103   | 85                                       | 4        | 13       | 1                  |                        |
|      | High TOEFL        |       | 646 (98)                                 | 380 (51) | 460      | 544                |                        |
|      | Low TOEFL         |       | 312 (62)                                 |          | 314 (43) |                    |                        |
|      | High Mich         |       | 98                                       | 74       | 66 (416) | 85                 |                        |
|      | Low Mich          |       | 56                                       | 50       | 43 (314) |                    |                        |
| 1971 | No of Students    | 79    | 77                                       |          | 2        |                    |                        |
|      | High TOEFL        |       | 688 (86)                                 |          | 498 (74) |                    |                        |
|      | Low TOEFL         |       | 312 (39)                                 |          | 348 (55) |                    |                        |
|      | High Mich         |       | 98                                       |          | 74 (498) |                    |                        |
|      | Low Mich          |       | 39 (312)                                 |          | 55 (348) |                    |                        |
| 1972 | No of Students    | 18    | 18                                       |          |          |                    |                        |
|      | (Spring Semester) |       | (used for TOEFL - MICH comparisons only) |          |          |                    |                        |

Correlation on computer runs of TOEFL and Michigan test scores are shown on *Chart 8*. Runs were made on the totals and then individually on the structure, grammar, vocabulary, reading comprehension and aural comprehension. The Michigan test does not have a writing score and its aural test is not included in the equated total. Both writing and listening comprehension are included in the total TOEFL score.

The moderate positive correlation in the total scores would have more significance if the individual tests showed more positive correlation.

Evidently the measurement of writing ability -- which is not based on a writing sample but on choices of written passages -- has some weight on the total TOEFL score because the listening comprehension is lower (.499) and so probably does not influence the total for positive higher correlation. Reading

## Chart No. 5

## CCH ENTERING STUDENTS 1967 - 1971

| Year | South Pacific | Orient | Hawaii | Mainland & Other | Total |
|------|---------------|--------|--------|------------------|-------|
| 1967 | 53            | 12     | 268    | 62               | 495   |
| 1968 | 81            | 13     | 301    | 48               | 442   |
| 1969 | 51            | 13     | 240    | 144              | 448   |
| 1970 | 164           | 67     | 197    | 183              | 611   |
| 1971 | 48            | 53     | 150    | 190              | 440   |



COMPARATIVE TOEFL TOTALS WITH EQUATED MICHIGAN TEST SCORES

|        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|
| 308 43 | 366 69 | 390 52 | 432 63 | 464 54 | 526 88 |
| 312 39 | 366 57 | 392 53 | 432 63 | 464 73 | 528 88 |
| 312 44 | 366 50 | 394 61 | 432 63 | 466 67 | 528 86 |
| 312 62 | 366 59 | 394 56 | 434 63 | 466 44 | 528 86 |
| 312 54 | 366 50 | 394 56 | 434 63 | 466 67 | 528 86 |
| 312 62 | 366 59 | 398 62 | 436 65 | 466 44 | 530 88 |
| 312 54 | 368 69 | 398 66 | 436 65 | 468 76 | 530 80 |
| 314 48 | 368 69 | 398 66 | 440 73 | 472 75 | 532 87 |
| 314 43 | 368 57 | 398 62 | 440 70 | 472 83 | 532 90 |
| 314 43 | 368 69 | 398 62 | 440 78 | 476 80 | 534 81 |
| 316 54 | 368 57 | 400 61 | 440 78 | 476 83 | 538 91 |
| 316 56 | 370 61 | 406 70 | 442 61 | 476 83 | 538 58 |
| 316 56 | 370 64 | 406 70 | 442 71 | 478 71 | 538 81 |
| 330 49 | 370 62 | 406 66 | 442 63 | 478 88 | 538 81 |
| 330 35 | 370 64 | 406 40 | 442 63 | 478 88 | 540 88 |
| 330 35 | 370 62 | 406 71 | 444 72 | 482 78 | 542 82 |
| 332 42 | 372 61 | 406 70 | 446 65 | 482 78 | 542 83 |
| 332 42 | 374 79 | 406 71 | 446 69 | 488 79 | 542 83 |
| 334 49 | 374 53 | 406 70 | 446 45 | 488 84 | 542 61 |
| 342 48 | 374 79 | 408 68 | 446 69 | 490 78 | 544 85 |
| 342 48 | 374 79 | 408 68 | 446 45 | 492 71 | 544 85 |
| 348 50 | 376 61 | 408 63 | 446 64 | 494 88 | 548 76 |
| 348 50 | 376 66 | 408 63 | 446 69 | 494 78 | 548 85 |
| 348 55 | 376 61 | 410 61 | 450 70 | 494 78 | 552 88 |
| 348 50 | 376 66 | 410 63 | 450 70 | 498 68 | 558 93 |
| 348 55 | 380 51 | 416 69 | 450 76 | 498 74 | 558 93 |
| 350 39 | 380 59 | 416 67 | 452 57 | 500 89 | 562 88 |
| 354 45 | 380 59 | 416 66 | 452 72 | 500 89 | 562 88 |
| 355 58 | 382 68 | 416 61 | 452 76 | 502 82 | 566 90 |
| 355 58 | 382 64 | 416 67 | 452 52 | 502 81 | 566 93 |
| 358 60 | 382 64 | 416 66 | 452 72 | 502 74 | 566 90 |
| 358 60 | 384 60 | 416 61 | 452 76 | 502 81 | 566 93 |
| 360 41 | 384 60 | 420 70 | 452 52 | 502 74 | 568 91 |
| 360 53 | 386 65 | 420 63 | 456 72 | 508 77 | 568 91 |
| 362 52 | 388 70 | 424 78 | 456 76 | 510 75 | 590 86 |
| 362 52 | 388 70 | 424 78 | 458 61 | 510 75 | 590 86 |
| 364 53 | 388 66 | 426 66 | 460 71 | 510 68 | 600 94 |
| 364 59 | 388 57 | 428 68 | 460 66 | 510 68 | 600 94 |
| 364 59 | 388 63 | 430 67 | 460 64 | 512 80 | 614 95 |
| 364 68 | 388 66 | 430 67 | 460 72 | 518 86 | 614 95 |
| 364 59 | 388 57 | 430 72 | 460 64 | 518 86 | 646 98 |
| 364 59 | 388 63 | 430 72 | 460 72 | 522 82 | 646 98 |
| 364 68 | 390 52 | 430 65 | 464 73 | 522 82 | 688 86 |
|        |        |        |        | 526 88 | 688 86 |

Only once in 5 years of testing have we had a difference when students were retested on alternate tests that was significant enough for replacement in classes. This student we later found had been traveling without sleep for two nights before testing and had also been very ill the previous night.

We have not found individual scores of TOEFL helpful in placement in classes although students with over 550 have never had to take ELI courses. Although there is a moderate correlation between the totals of the two tests (.06) this would not be helpful in substituting TOEFL for Michigan in placement. Correlations show that the individual TOEFL test scored in vocabulary would be the only one that is helpful for

diagnostic purposes.

TOEFL and Michigan test scores show little influence on success in Freshman English.

Chart 10 shows the highest and lowest TOEFL and Michigan equated scores for each grade category: A, B, C, D, X, F, Withdraw. A student may be given an X the first time he takes a course if he has put forth an effort to succeed and does not warrant a passing grade, while an F is given to a student who fails because of lack of effort or to a student who retakes the class and again cannot make a passing grade. There has been no distinction made between withdraw passing and withdraw failing on the chart.

All available grades in Freshman English

## Chart No. 8

## Chart No. 9A

TOEFL - MICHIGAN TEST CORRELATIONS BY COUNTRIES

## TOEFL - MICHIGAN TEST CORRELATIONS

|                                   | Means   | Standard<br>Deviation |
|-----------------------------------|---------|-----------------------|
| <u>TOTAL SCORES</u>               |         |                       |
| TOEFL                             | 435.065 | 91.6058               |
| Michigan                          | 67.0326 | 15.6533               |
| Correlation Coefficient - .66246  |         |                       |
| <u>LISTENING COMPREHENSION</u>    |         |                       |
| TOEFL                             | 47.6778 | 10.5135               |
| Michigan                          | 70.2778 | 16.9353               |
| Correlation Coefficient - .44956* |         |                       |
| <u>STRUCTURE - GRAMMAR</u>        |         |                       |
| TOEFL                             | 44.5065 | 8.41973               |
| Michigan                          | 28.4351 | 10.1787               |
| Correlation Coefficient - .524011 |         |                       |
| <u>VOCABULARY</u>                 |         |                       |
| TOEFL                             | 41.3766 | 9.26663               |
| Michigan                          | 24.5844 | 7.00672               |
| Correlation Coefficient - .615167 |         |                       |
| <u>READING COMPREHENSION</u>      |         |                       |
| TOEFL                             | 43.6645 | 8.23733               |
| Michigan                          | 10.9671 | 7.96966               |
| Correlation Coefficient - .493629 |         |                       |

were correlated with both TOEFL and equated Michigan Scores. First by total scores in all classes and then for each class separately. These were III, II2 (the original Freshman English requirement) then 100A, 100B, 201, and 202 (the new general requirement). Withdraws and X grades were considered with the Fs for this part of the study. Only in the beginning classes (III until Fall 1969 and 100A after that time) was there a significant positive correlation. These were significant on the .001 level with both the TOEFL and the Michigan tests. II2, 100B, and 201 showed no significance, but surprisingly 202 showed a significant negative correlation of .05. This would indicate that the further a student progressed in his college English the lower his original

## SAMOA

|                                   |         |         |
|-----------------------------------|---------|---------|
| TOEFL                             | 493.914 | 67.434  |
| Michigan                          | 72.0266 | 14.7558 |
| Correlation Coefficient - .549883 |         |         |

## TONGA

|                                   |         |         |
|-----------------------------------|---------|---------|
| TOEFL                             | 417.135 | 45.6051 |
| Michigan                          | 64.2632 | 14.6680 |
| Correlation Coefficient - .690618 |         |         |

## JAPAN

|                                   |         |         |
|-----------------------------------|---------|---------|
| TOEFL                             | 379.654 | 127.32  |
| Michigan                          | 57.6615 | 12.461* |
| Correlation Coefficient - .312947 |         |         |

## CHINA

|                                   |         |         |
|-----------------------------------|---------|---------|
| TOEFL                             | 581.471 | 43.7788 |
| Michigan                          | 77.3    | 11.389  |
| Correlation Coefficient - .664603 |         |         |

## FIJI

|                                  |       |         |
|----------------------------------|-------|---------|
| TOEFL                            | 453.2 | 57.2991 |
| Michigan                         | 71.4  | 4.21098 |
| Correlation Coefficient - .80002 |       |         |

## Chart No. 9B

TOEFL - MICHIGAN TEST CORRELATIONS BY COUNTRIES

|                                   | Means   | Standard<br>Deviation |
|-----------------------------------|---------|-----------------------|
| <u>KOREA</u>                      |         |                       |
| TOEFL                             | 396     | 67.0224               |
| Michigan                          | 54.6667 | 6.02769               |
| Correlation Coefficient - .391099 |         |                       |
| <u>TAHITI</u>                     |         |                       |
| TOEFL                             | 408.5   | 91.6715               |
| Michigan                          | 62.25   | 19.6023               |
| Correlation Coefficient - .972655 |         |                       |

English ability would influence his grades. Total grades for all classes and test scores had no significance. In this study no attempt was made to correlate figures on students who had had English Language Institute classes or other special English classes for non-native speakers. I have these figures and will probably make a report on them at a

Continued on Page 9.

# Teaching ESL Through Typing

by Mike Foley

Earlier this year I taught ESL for the Hawaii State Adult Basic Education (ABE) night classes to foreign-born military wives. Over 40 wives showed up for the first class, so I divided them into a beginning and intermediate group. The intermediate group presented the biggest teaching challenge.

Many of these ladies had lived stateside for several years, and all had previous ESL classwork. After the second night their abilities proved diverse and I could see we needed something special to hold everyone's interest.

The Education Center at Hawaii's Schofield Barracks has a well-equipped typing room which wasn't being used on our class nights. I had heard about other programs' success teaching ESL through typing and decided to propose that idea to our class the next session.

The ladies showed great enthusiasm and wanted to begin immediately, but I encouraged them to spend half our class time (2 1/2 hours) on more traditional ESL materials. We used *Learning English Through Typewriting* (by Charles W. Gay, Robert B. Kaplan, and Ron D. Schoesler; *English Sentence Patterns* 1969) as our workbook.

When we first began I divided our still large group into smaller groups, instructing them and demonstrating typing fundamentals such as posture, margins, inserting paper, various mechanisms, etc. After all had mastered these basics, we commenced typing in earnest.

As the text is designed for individualized study and progress, all went well. I circulated frequently, checking accuracy, answering questions, and freeing jammed keys. When a lesson had been completed, the student brought it to me to check. If correct, then we would discuss the new keys in the next lesson and learn the correct fingering.

As the weeks went by our class eventually learned the entire keyboard. Once past this milestone the GI wives began to type more grammatical

exercises--building proficiency in typing and English.

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Mike Foley received his MA in TESL at the University of Hawaii. He is currently teaching in the English and ELI Departments at Church College of Hawaii.

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Though not making excuses, these particular women found little outside use for typing. In fact most of them didn't have access to another typewriter. Briefly, their motivation suffered.

Despite this unhappy ending, I found the idea of teaching ESL through typing basically sound, especially for those students and potential workers who'll have use of the skill. The text proved adequate, but I recommend additional drill materials--materials not oriented towards typing skill but grammar acquisition. For ESL programs that may be slumping, I recommend a typing section to generate enthusiasm and aid language learning.

## TESL REPORTER

A quarterly publication of the English Language Institute and the BATESL program of The Church College of Hawaii.

Editor . . . Mrs. Alice Pack, Assistant Professor of English and TESL.  
Staff . . . . . Api Hemu,

Articles relevant to teaching English as a second language in Hawaii, the South Pacific and Asia, may be submitted to the editor through Box 157 The Church College of Hawaii, Laie, Hawaii 96762. Manuscripts should be double-spaced and typed, not exceeding three pages.



## TOEFL and Michigan Test Scores

Continued from Page 7  
later date.

From this study I would conclude that:

1. While both TOEFL and Michigan Tests measure a student's English ability, their correlation is only moderate for total scores, with considerable variation in individual categories, and could not be used interchangeably for student evaluation or placement.

2. Neither TOEFL nor Michigan Test Scores have significance on a non-native English speaking student's success in college work. Although the grades in the first English class taken reflect English ability as shown by these tests neither further English classes nor graduation, which are the real goals of a college student, show any correlation.

### Chart No. 10

GRADES IN FRESHMAN ENGLISH

|            | A        | B        | C        | D        | X        | F        | W   |
|------------|----------|----------|----------|----------|----------|----------|-----|
| TOEFL HIGH | 510 (75) | 660 (98) | 624      | 542 (61) | 566 (81) | 624      | 500 |
| TOEFL LOW  | 366 (59) | 408 (68) | 312 (62) | 374 (61) | 382 (64) | 254      | 376 |
| MICH HIGH  | 98       | 98 (660) | 98       | 71 (478) | 93       | 90 (566) | 72  |
| MICH LOW   | 53 (440) | 54       | 38       | 61 (374) | 47       | 57 (452) | 50  |

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Figures in ( ) denote enter TOEFL or Mich Test Score for same student.

## Correlated English -ELI Program at CCH

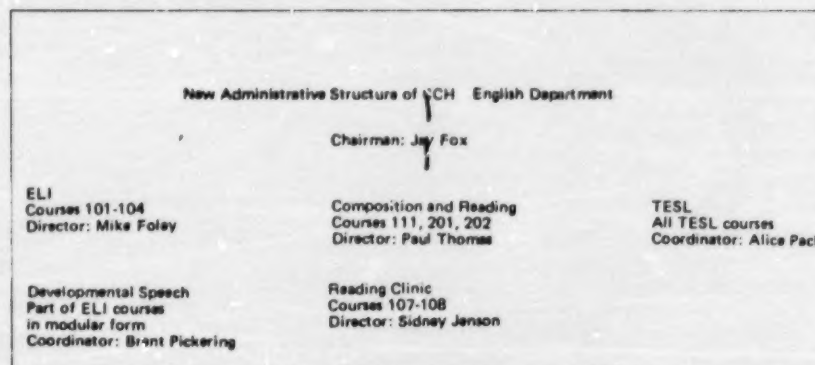
A number of changes in English studies at the Church College of Hawaii will be effective next fall. At present the English Language Institute is a separate department, the reading clinic operates independently, and developmental speech for non-native speakers of English is taught by the speech department. Although NAESA reflects the thinking of many ESL teachers by recommending in its field service publication *Guidelines: English Language Proficiency* (1971) that a program in English as a second language should remain independent of either English or speech departments, the ethnic mixture of the studentbody at CCH make this impractical because over half of our students now use English as a second language or dialect. As the number of second language speakers has increased on our campus, it has become necessary to plan every English class with the needs of these students in mind and to have one academic department coordinate the classes which satisfy those needs.

Next year the English department will offer an integrated program of course work which will allow a student to move from an elementary ESL program, which includes developmental speech, to an individualized intensive reading skills program, through an expository writing course, to a two semester program in reading and writing about world literature. Qualified students who test high on entrance tests (Michigan and Co-op Reading) may eliminate the elementary ESL courses and/or the reading course.

The beginning courses will still be offered in twenty day modules, with the student being assigned to conversation, vocabulary, reading, grammar, and writing classes as needed. A student will be able, thereby, to work at his own pace and test out of this stage of the program when he is ready.

The course in reading skills development will be a one semester class, approached clinically with comprehension and vocabulary building receiving the emphasis.

Upon satisfactory completion of these two phases, the student then enters a



Participants from Micronesia, Alik Kephas, Lewis Santos, Gusto Ligohe, and Maria Yamada.

## CCH SUMMER SCHOOL CLASSES

"freshman English" course in expository writing. This course is considerably different from its typical mainland counterpart, however, in that it will be a one semester (four credits), daily class accompanied by a weekly individual consultation between student and teacher. Instead of an English proficiency exam, commonly given in American Colleges during the junior year, CCH will require a two semester world literature course which emphasizes the development of writing skills. Enrollment in these courses will not be allowed to exceed twenty two, thus allowing the student to participate in discussions which build his oral skills.

One of the main goals in combining these programs is to facilitate the coordination of departments which were previously autonomous and only loosely correlated with other English studies on campus. It should result in the elimination of unnecessary duplication and confusion for the international student.

The next issue of *TESL Reporter* will carry a description of the new BATESL curriculum at CCH.

Maria Yamada from Ponape leads other class members in TESL activity.

# VOCABULARY BINGO

## - A TESL GAME

by Cecelia Vaioleti

This is a game which could be used as a tool for vocabulary practice, a cumulative exercise, or just for an interesting diversion from the normal routine. The teacher makes up a set of Bingo cards (see diagram below) with selected vocabulary words taken from previous oral, reading, and/or writing exercises. Put one word in each square on the card, varying each card so that there are not more than two or three identical cards. Students then would not be likely to repeatedly select the same card.

There are two suggested ways of playing the game.

(1)

The teacher makes up a set of word definitions. Each definition should be on a separate strip of paper. These should be on the level of the students' understanding. Example:

*a hard outer covering, as on an animal, egg, or nut.*

The students who have "a shell" printed on their cards should place a marker there.

(2)

The teacher makes up a set of sentences with the key words left out. These are written on strips of paper.

Example:

*Jack found - - - on the beach.*

Again, the student would mark "a shell".

These cards may be adapted to noun practice, as shown here (notice that the articles are always included with the count nouns), a verb practice, prepositions, etc. The markers could be anything from small pebbles to candy. Some kind of point system could be arranged by the teacher if a competitive situation were desired. The teacher could either read the strips of paper to the class or if reading ability permits let

each student draw a strip from a bag and read his strip to the class.

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Mrs. Vaioleti, mother of two boys, is a Senior TESL Major at CCH, and has assisted in ELI classes.

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The first student to have marked a vertical, horizontal, or diagonal line of five spaces across the card wins the game. Any prize or reward is left to the discretion of the teacher.

| B I N G O |          |           |         |  |
|-----------|----------|-----------|---------|--|
| 1         | a doll   |           |         |  |
| 2         |          |           | a shell |  |
| 3         |          |           |         |  |
| 4         |          | a library |         |  |
| 5         | an apple |           |         |  |

*This game might also be used for practice in word form classes. For example the word beauty might be drawn and students having any forms of this word (i.e. beautiful, beautify, beautifully,) would mark their cards.*

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# Lexical Decomposition and the Teaching of Vocabulary

by Don L. F. Nilsen

Let me begin by saying that I have no simple solution for the teaching of vocabulary. In the joint ATESL-COMSEC meeting on Wednesday, Robert Kaplan pointed out a number of the complexities that exist between the English language and the real world which it represents. In my paper I do not mean to minimize this complex relationship. I do, however, want to suggest that recent linguistic research in the area of semantics has provided us with the kinds of insights that will allow us to analyze a semantically packed lexical item into its more basic meaning components.

The generative semanticists have viewed this as a synthetic rather than an analytic process. I will use an oft-cited example to illustrate their position. They would consider the adjective "dead" to be a state, and they would consider this adjective to be

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This article by Mr. Nilsen of the University of Northern Iowa, author of *Pronunciation Contrasts in English* (Simon and Schuster, 1971), was presented at the national NAFA Convention 1972.

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part of the predicate in such a sentence as "John is dead." Now let us consider the change of state verb "die," which has the same resultant state, "dead." The generative semanticists would synthesize the change of state element "become" with the resultant state element "dead," and they would conclude that "become dead" is equivalent to "die." If we add a causative element to "die," we would get "kill," which is said to be a synthesis of the three elements "cause," "become," and "dead." This process can be carried still further, so that "cause," "become," "dead," and "illegally," would coalesce to become "murder," and "cause," "become," "dead," "illegally," and "important person" would become "assassinate," and so on.

The synthetic process which I have just been describing is known as lexical incorporation, because it is the process by which basic lexical elements can be

incorporated together to form less-basic elements. In the present example, it should be noticed that both the basic elements and the non-basic elements are predicates. When this is the case, the process is further designated as predicate lifting or predicate raising. Predicate lifting, then, is the process by which lower predicates are incorporated together to form higher predicates, or, in our example, the process by which "become" and "dead" are incorporated into the new lexical item "die;" the process by which "cause," "become," and "dead" are incorporated into the new lexical item "kill," and so on.

Just as it is possible to incorporate two predicates together to form a new, semantically packed predicate, it is also possible to incorporate other types of information into the predicate. We can incorporate a predicate, like "to put" with a location prepositional phrase "into a bottle" to get a new predicate, "to bottle." We can incorporate a predicate like "to hit" with a body-part prepositional phrase "with a foot" to get a new predicate, "to kick." We can incorporate a predicate like "to cover" with a material prepositional phrase "with gravel" to get a new predicate, "to gravel." Or we can incorporate a predicate like "to fasten" with an instrumental prepositional phrase like "to fasten" with an instrumental prepositional phrase "with a button" to get a new predicate, "to button." The list of incorporation types could be extended greatly. Sometimes there is a choice of which deep case to incorporate. Consider an expression like "John hit the nails with the hammer to cause the window to be shut." If the Object is incorporated, this sentence will become "John nailed the window shut," but if the Instrument is incorporated it will become "John hammered the window shut." This accounts for an intuitive feeling that the verb "nailed," and the verb "hammered" are in some sense synonymous. Linguists dealing with this aspect of semantics make a distinction between transparent incorporation and opaque incorporation. Such verbs as "to

"bottle," "to button," "to nail," "to hammer," and "to gravel" are transparent; we know what is incorporated by the shape of the verb--A bottle is incorporated into the verb "to bottle." But such verbs as "to kill," "to die," and "to kick" are opaque; we cannot tell from the shape of the verb "kick" that it is a foot which is incorporated. If this were an example of transparent lexical incorporation, it would be "to foot," which is a logical possibility, but which just doesn't happen to occur in English, in this sense.

Such is the method of the generative semanticists, and also, by the way, of the case grammarians. It might be argued that "cause to die," and "hit with the foot" do not mean the same as do their incorporated counterparts "kill" and "kick" respectively. I would agree with such an objection, and I would go even further, to say that not two synonyms, paraphrases, or cognates in any language or pair of languages are exactly equivalent. There is always a difference in formality, style, connotation, frequency of occurrence etc. that makes them not exactly equivalent. But this does not mean that we should abandon our investigation of paraphrase relationships of this type. In teaching vocabulary we can start with gross approximations, and later make finer and finer distinctions as our students become more capable of handling such distinctions.

In my title, I promised to talk about lexical decomposition, and to this point I have been talking about lexical incorporation. In actual fact, these are two faces of the same coin, the first being analytic, the second synthetic. For ease of presentation, let me change from a generator (if you'll excuse the expression) to an analyzer, and let me mainly change from verbs to nouns, since it is nouns which have been least analyzed in the past, in this regard. Let us begin with a word like "lake." In English, there are many words which mean "body of standing water." In descending order of size, these include "ocean," "sea," "lake," "pond," "pool," and "puddle." In order to know the meaning of "lake" in English, therefore, it is necessary to distinguish it from "ocean" and "sea" on the one hand, and "pond,"

"pool," and "puddle" on the other hand, according to relative size.

Or consider the lexical feature of space. This is one of the ways of distinguishing body parts, for example as we go from top to bottom (basically front to back with an animal) we have "head," "throat," "shoulder," "chest," "stomach," "pelvic area," "leg," "foot," "toe," etc. And the difference between such words as "great grandfather," "grandfather," "father," "self," "son," "grandson," etc. has to be accounted for by extracting the feature time. Such words as "solo," "duet," "trio," "quartet," "quintet," etc. differ from each other in number; and "officer (of the law)," "policeman," "cop," "copper," "fuz," and "pig" are really the same except for formality, or attitude. And, if I am not mistaken, such words as "run," "branch," "coulee," "bayou," "binacle," "kill," and "burn" are basically the same except for geographical dialect.

To teach the meaning of a word, it is often necessary to contrast it with other words along a number of different dimensions. Although I know nothing about metals, let me attempt to illustrate my point with four common metals: "bronze," "gold," "lead," and "silver." If these four metals are ranked according to hardness they would probably go in order "silver," "bronze," "gold," and "lead." According to brilliance, they would have a different order: "silver," "gold," "bronze," and "lead." By weight, still a different order would emerge: "lead," "gold," "bronze," and "silver," and finally, by value, still a fourth order would be necessary: "gold," "silver," "bronze," "lead." If we were teaching the meaning of the word "lead," we could contrast it other metals along these four, and along many other dimensions.

Now let me consider a slightly different type of multi-dimensional lexical system. Suppose we are teaching about animals. In this case we would have to deal with the feature of sound distinctions of such words as "neigh," "growl," "roar," "howl," "bark," "bleat," "oink," "honk," "quack," "cluck," "cackle," "meow," "purr," "hiss," "coo," etc. You would also have to distinguish between different kinds of feet,

such as "hoof," "paw," and "claw." You would have to consider male animal terms, like "stallion," "bull," "stag," "billy goat," "ram," "boar," "peacock," "drake," "tom cat," and "rooster," as contrasted with the female animal terms, like "mare," "cow," "doe," "tigress," "sheewolf," "ewe," "bitch," "sow," "hen," and "nanny goat," and relate these terms to the animal itself: "horse," "cow," "deer," "sheep," "dog," "pig," "chicken," etc. The feature youth would have to be extracted from such terms as "colt," "calf," "fawn," "kid," "cub," "lamb," "puppy," "piglet," "gosling," "duckling," "chick," and "kitten." And such terms as "stable," "barn," "den," "pen," "kennel," "hutch," "coup," and "nest" would all be seen to contain the same semantic feature home. And finally, a group of the animals would have to be designated as a "herd," "pride," "pack," "flock," "gaggle," or "school." And for this exercise to be meaningful, the relationships of all these terms to the appropriate animals must be established, so that such terms as "rooster," "hen," "chick," "coup," "cluck," "eggs," "feathers," and "claws" are all associated with chicken.

But I've merely scratched the surface in indicating the types of semantic features that can be extracted from lexical items in contrasting them with other lexical items in a particular language. Such expressions as "break," "destroy," and "demolish" differ from each other mainly in intensity. "Buy" and "sell" are the same except for the point of view. The difference between "whisper," "talk," and "shout" is mainly loudness. "Fragile" is the same as "delicate" except that the former has a negative connotation that the latter does not have. There is really no difference between "taking" and "stealing" except for legality (whatever that means). "Lending" is the same as "giving" except that one is more permanent. "Enunciate" and "stammer" are both expressions of oral communication, but one is more distinct than the other.

"Strut," "prod," and "stagger" differ from each other in pride or tiredness; "walk" and "limp" are the same except that the second deviates from the norm. The main difference between "run," "scamper," "dash," and "sprint" is one of speed. "Think" and "know" differ in the quantity and/or quality of evidence. "Neighbors" differ from "foreigners" in proximity.

"Marching" is a kind of precision-group "walking." And if time would allow, I could go on and on—listing additional features, and giving additional examples of words contrasted on the basis of these features.

Fortunately for the audience, however, I must conclude at this point. What I have tried to present is a method for vocabulary teachers and materials developers of breaking semantically complex and sophisticated lexical items into less complex and more basic semantic features. There is a high negative correlation between the semantic packing of a lexical item, and its range of appropriateness to various linguistic and social contexts. Those words which are heavily packed semantically should mainly be reserved for more-advanced students, but most of the words in any language will have some semantic packing, and it is necessary to develop in the students an ability to unpack these words in order for them to see what semantic features are inherent to various lexical items.

Another point that I should like to make is that most of the semantic packing is not signalled in the surface structure of English or any other language. We know that -en, -ize, and -ify signal causative and inchoative in such English words as "straighten," "equalize," and "liquefy," respectively, but most English causative-inchoative words are like "break" in that they do not overtly signal that the causative and inchoative semantic features are present. This same covertness is true for other semantic features, and for other languages. In vocabulary study, we must rely not only on the surface-structure, language-specific relationships between form and meaning. We must also develop an ability to use intuition and introspection to figure out what the semantic elements of lexical items are. Once we are better equipped to do this, we will be able to see that the words of all languages are decomposable into exactly the same semantic features. And we will see in what ways the words of one language differ from similar words in another language (in this case English), by seeing which features are present in one, but absent in the other. And, we will be able to see that all languages are basically the same, because they all relate to the same real world (except for differences in perception), and therefore have the same significant semantic features, and they will see that languages differ only in their surface structures.

## Reflections

### of a Non-TESL Person in a TESL Setting

by Jayne G. Garside

During the 1970-71 school year, I had a sabbatical leave which I spent with my family in the town of Kyoto, Japan. Kyoto is a large city of about a million and a half people on the island of Honshu located about 400 miles to the southwest of Tokyo.

At one time, Kyoto was the capital of all Japan before the Meiji restoration. Following the Meiji restoration, the capital was moved to Tokyo, but much of tradition of Japan is still centered in the area of Kyoto and its environs. Kyoto has over 1,600 temples and shrines, many of which are cultural national treasures of Japan.

The main industry in Kyoto is connected in some way to tradition. The main industry is the dying and making of Kimono. Kimono is the national dress of the women of Japan but is not, in modern times, worn usually every day during the year. Because of the beauty of the silk material and because of the need for many layers of underclothing to make the Kimono, as an outside garment, appear the most beautiful, Kimonos are quite warm when they are worn. They are usually worn, then, in late fall, in winter, and early spring.

Since the ending of the Second World War, the people of Japan have tossed aside many of the traditions of the past and have come back from a wartime economy to have one of the highest standards of living in the world. Japan is counted a world power in industry and in technology. Major exported items include such things as automobiles, particularly Toyota and Isuzu, and electronic equipment.

While Japan is making all this progress industrially and technologically, the people of Japan still cling to many of the traditions of the past that bring into their lives beauty and knowledge. Some of the aspects that bring into their lives beauty and a sense of national identity are reflected in Noh plays, Kabuki plays, Kyogen, Bunraku; and for

most of the people in Japan, they represent the past and feelings of personal commitment to a country, to an ideal, and to a philosophy.

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Jayne G. Garside, clinical psychologist and Director of Institutional Research at Church College of Hawaii, obtained a doctorate in Educational Psychology from Brigham Young University. During her ten years in Hawaii, Dr. Garside has worked exclusively in transcultural psychology.

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At the ending of the Second World War, the educational system of Japan was revamped and reestablished along democratic lines that is public education for all. Although public education for all was the philosophy, because of space allotment and building problems, while education was compulsory until junior high termination, it was not possible to put all people in public schools. Therefore, there was a development and continuation of many of the private schools of Japan. Places in public education are still highly sought after because public education has achieved an excellence. For this reason, competition is very keen for opportunities to attend the public school. Competition, then, is a part of the Japanese people from a very early age in that many of the children in Japan begin a public Kindergarten or private Kindergarten (called a Yochien) at about three years of age. At six years, they are formally taken into the first grade of public schools or private schools. Periodically, as they journey through school, it is necessary for them to take examinations which permit them, with high scores to continue on in public schools if openings occur. This means, then, that the excellence of public education is not really in question.

As a foreign sojourner in Japan, I had

planned to do research only, while living in Kyoto and absorbing as much of the beauty and culture of Japan as possible. My two boys were placed in Japanese schools, one in a Shinto—Buddhist yochien; one in a regular public school in the fourth grade. We were fortunate enough to obtain living accommodations in a Japanese style apartment in a neighborhood chiefly composed of artisans of the Kimono industry. We were well accepted in the neighborhood and in the community. In my association with people in the neighborhood and in the community, it came fairly well—known to others that there was a "gaijin" (foreigner) living in the immediate area.

Not long after we obtained residency and were living in Kyoto, I was approached by an older woman in a very formal manner who asked me, through an interpreter, to be English conversation teacher to her daughter who was at that time a student in Kansai Junior College, majoring in English. In Japan, most of the students in junior high and high school are required by law to take English. English, in this setting, is taught usually by a Japanese person who has a somewhat limited knowledge of the application of English. Therefore, most of the people of Japan who have been through public schools are able to read and write English but their speaking ability is very limited due to not having had the opportunity of conversing often or in depth in English with a person who has an extended knowledge of English. It is not unusual for strangers from Occidental countries to be approached by Japanese people in the street and asked questions in English or asked if they would teach the person English. For the young woman for whom I had been requested to teach English, I found that her knowledge of written English was quite extensive; her ability to converse was somewhat limited due to the same lack of opportunity. I did agree to teach her as a student. Immediately she prevailed upon me to also include in my teaching another girl who also was a student at Kansai Junior College.

Not long after this, I was approached by two young women who were working as salesgirls in one of the very large hotels in Kyoto and who had opportunity of dealing with many foreigners. Both young women

requested English conversation lessons. I was then asked by two young women from Church to act as their English conversation teacher.

This reflects a phenomena of Japan that should be mentioned. The Japanese people are possibly the most industrious people in the world as far as their commitment to their job and their desire for personal development. As you talk to most of the young men and women of Japan, you find that their work—a day week is six days in length and their workday is not necessarily limited to eight hours a day but often is much longer. They are expected, upon obtaining employment, to devote themselves to the good of the company. The company becomes a paternal figure for them, thus, they become children in the organization. In addition, to their work—a day world, the Japanese people have much desire for self-improvement and obtaining knowledge. Toward this end many of the young people, particularly the young women are engaged in flower arrangement, tea ceremony, knitting schools, dressmaking schools, cooking schools, and classes in English, typing, and other forms of academic pursuits.

To teach English in Japan is a choice experience. Financially, it can be very rewarding, but teaching English in Japan if you are a foreigner also offers the only opportunity of learning in depth about the culture in which you are residing. It was my plan to utilize teaching English conversation as an opportunity to become more knowledgeable about the experiences, the thoughts, the emotions of the people with whom I dealt. It was possible to find out about their traditions as practiced in the homes. It was possible to converse about their plans for the future, the desires of the young people of Japan, to find out if they have broken the bonds of tradition or whether tradition was still significant in their lives. But there arose some difficulties that might be mentioned for the benefit of those people interested in teaching English in a foreign situation.

My background included a BA in Spanish with a minor in English. In obtaining this type of degree, it was possible to learn certain techniques of teaching language, but I have never had experience in TESL. When I began teaching English conversation, I tried to obtain some books or manuals that would

### TESL Reporter

help the students best in their desire to pursue English conversation. For me, this was a very difficult task not only due to some of the paucity of material available, but also due to the fact that my ability to choose that which was appropriate was limited. Exactly what was good text for teaching English as a second language?

Another problem arose in the form of having difficulty in knowing the techniques of phonics and phonetics. After many trial and error situations, I found that which worked best for me was the utilization of a "mim--mem" method, that is often I would say a word and my students would repeat the word after me several times until I felt their pronunciation was correct. Another technique I utilized was calling the student to talk upon a specific or assigned topic utilizing experiences from her own background. As the students would talk, I would correct them in their grammar or their pronunciation.

The errors that occurred most frequently in the grammar were the errors due to a lack of commonality grammatically, such as in Japanese the definite articles are not utilized like they are in English. It was not uncommon for Japanese students in talking in English to refer to house or car or boyfriend, instead of *the* house, *the* car, or *the* boyfriend. It was also not uncommon for Japanese students to place the verb in English conversation in a different locality than that which was desired because Japanese syntax is different from English syntax.

When assigning students particular topics, I felt that the best utilization could be made through topics that were reflective of the students' own experiences such as their plans

for the future, what they would like in marriage, what they do for their leisure activities, where their parents came from, what was the physical arrangement of their home, what their room was like, what they did as children, etc. This provided an opportunity for me to learn much more about Japan and the Japanese *per se* than if I had not had the opportunity, and were easy topics for the students to prepare.

I know of no greater calling nor opportunity than that of a teacher to the youth of the world. Through the use of TESL in a foreign setting, I believe intercultural communication does occur and through this intercultural communication all people are better prepared to function as citizens of the world.

It was with a great sense of loss and regret that after a year's time my family and I returned to our beloved Hawaii. We will miss the friendships we had. I will miss extremely the experience of working with the youth of Japan, particularly the students who seem to be so motivated beyond what is required of them. I would like to return to Japan someday to again have the experience of functioning in a society different from my own. In order to prepare for this, though, and for the eventuality or opportunity of teaching English as a second language, I would like to obtain more knowledge and ability in this particular art--TESL. I believe, then, that a person could go to almost any country and function as a teacher having the opportunity of working with many different people because skills would be possessed that transcend cultural barriers.

## LETTER TO THE EDITOR

Some time ago I was fortunate enough to be placed on the mailing list for your marvelous publication. I have read and learned a good deal from it, and when I suddenly realized that while I am on sabbatical leave next year, I will not be receiving your magazine, I just had to let you know how much I will regret it.

If only I had the time I would love to submit an article which would help Margaret Pinney, as much of my work has been with non--readers who were also non--English speaking. Since I cannot take the time, I would, though, like to refer

her to the Miami Linguistic Readers, which are published by D.C. Heath and Co., Lexington, Mass. While no reading series is in itself a total answer, this series lends itself very nicely to working with a mixed group (some literate in their native language and some not). It also has a great appeal to both younger and older pupils because it features cartoon--type characters, and since it is linguistic in its approach, many of the sound--symbol correspondence problems are ironed out systematically.

(Mrs.) Sandra L. Parker

ESL Specialist Dade County, Florida

# Suggestion from a Reader

by Walter P. Allen

Walter P. Allen, Associate Professor of English at the University of Houston commented on the Pronoun Chart published in our Winter 1972 Issue and suggested a revision which is printed below. He states:

Each type of chart, the maximal and the minimal, is useful in different aspects of

teaching. The chart printed in the Winter TESL Reporter shows all the possible uses of each form, while my suggestion concentrates attention on the changes in form. Probably the native language background of the students will also determine which form of the chart is most useful.

## PRONOUN CHART

| <u>PERSONAL PRONOUNS</u> | <u>Subject</u> | <u>Object</u> | <u>Possessive<br/>Determiner</u> | <u>N.P.</u> | <u>Reflexive</u> |
|--------------------------|----------------|---------------|----------------------------------|-------------|------------------|
| 1st Person               |                |               |                                  |             |                  |
| Singular                 | I              | me            | my                               | mine        | myself           |
| Plural                   | we             | us            | our                              | ours        | ourselves        |
| 2nd Person               |                |               |                                  |             |                  |
| Singular                 |                |               |                                  |             | yourself         |
| Either sing. or Pl       | you - -        | you           | your                             | yours       |                  |
| Plural                   |                |               |                                  |             | yourselves       |
| 3rd Person               |                |               |                                  |             |                  |
| Singular                 |                |               |                                  |             |                  |
| Masculine                | he             | him           | his - - -                        | his         | himself          |
| Feminine                 | she            | her - -       | her                              | hers        | herself          |
| Neuter                   | it - - -       | it            | its                              | its         | itself           |
| Plural                   | they           | them          | their                            | theirs      | themselves       |

## RELATIVE PRONOUNS

|                    |         |       |       |
|--------------------|---------|-------|-------|
| Human              | who     | whom  |       |
| Either Human or NH | that    |       | whose |
| Nonhuman           | which - | which |       |

| <u>DEMONSTRATIVES</u> | <u>Close to Speaker</u> | <u>Farther from Speaker</u> |
|-----------------------|-------------------------|-----------------------------|
| Singular              | this                    | that                        |
| Plural                | these                   | those                       |

## RULES

- I. 1. All except 1st and 2nd person pronouns must have an antecedent.
  2. A 3rd person pronoun agrees with its antecedent in number and, when singular, in gender.
- Example: In Rule 1. 2. (above) its agrees with its antecedent pronoun as singular in number and neuter in gender.
- II. Subject forms are used as subjects of clauses. In present day English both subject and object forms are used as complements after be.

## BOOK REVIEW

**English Sentence Structure** — Robert Krohn and the Staff of the English Language Institute. University of Michigan 1971.

This revision of **English Sentence Patterns** covers the same topics in the same order as the previous book and is based on the oral approach to language learning.

Among the improvements in this edition are: 1) a few grammatical comments or explanations for the drills — helpful in teaching adults at an intermediate level.

2) Situational specific vocabulary rather than value judgment adjectives in beginning drills.

Example:

*Sentence Patterns (old edition)*

*Is the lesson important?*

*Is the lesson interesting?*

*Is the student intelligent?*

*Sentence Structure (new edition)*

*Is the book green?*

*Is the table heavy?*

*Is John happy?*

3) Less confusing format using italics rather than capitals for grammatical differences, but still retaining capitals for student response. New illustrations and diagrams which are pertinent and useful.

4) A suggestion for written homework is also included..

The thirty lessons are a very comprehensive study of basic English sentences covering material that is often distributed over several books. Included are determiners, modals and verb forms; also adverbs of frequency and manner. Each lesson has from two to six sub groups. With adequate examples and numerous exercises for each group.

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